

# Whitehouse Playgroup

Benvenue Avenue, Eastwood, Southend on Sea, Essex, SS9 5SJ



## Inspection date

9 March 2016

Previous inspection date

22 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Since the last inspection, the management team has made significant improvements and implemented considerable changes. These have improved the procedures for safeguarding and supervising children, as well as raising the quality of teaching and learning.
- The staff team establishes clear routines in a developmentally appropriate, well-organised learning environment. Staff support children to be kind and considerate of others, while consistently and gently reinforcing their high expectations. Children learn to behave very well.
- Children have access to a good range of high-quality learning experiences and activities, inside and outdoors. Staff provide interesting spaces, resources, tools, toys and equipment which appeal to children and help promote investigative, exploratory and imaginative play.
- Staff involve parents in children's learning at every opportunity. Parents speak very positively about the playgroup and the quality of interactions between staff, themselves and their children. They say their children enjoy learning, build good relationships with their key person and are cared for in a safe environment.

### It is not yet outstanding because:

- Occasionally, staff do not use opportunities to ask questions that test out and challenge children's thinking, to further enhance their learning.
- Staff obtain information about children from their parents when they first attend. However, this focuses more on children's care and not on their learning to date. This reduces the opportunity for planning to take account of each child's starting points and capabilities from the start of their placement.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- focus continuous professional development opportunities on enhancing the already good teaching even further
- strengthen the arrangements for obtaining information from parents about children's learning to date, when children start at the playgroup.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and chair of the committee. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Tina Mason

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Robust recruitment and vetting procedures ensure staff working with children are suitable to do so. The manager, committee and staff work well as a team. All staff hold early years qualifications and have many years of experience in working with children. This has a positive impact on the quality of teaching overall. Staff have regular meetings with the manager and are encouraged to attend further training to enhance their practice. The manager monitors the educational programme and tracks children's overall development. Staff work hard to establish and maintain successful partnerships with parents. When necessary, staff can obtain the advice and guidance they need to effectively support children and their families. Key persons obtain general information about children's care from their parents when they first start, to establish an understanding about their individual needs. Staff have established good links with local primary schools, which helps to promote continuity so that children are well prepared for the next stage in their learning.

### Quality of teaching, learning and assessment is good

Children are active learners who are motivated to engage in the wide variety of interesting and challenging activities available to them. Staff use their good understanding of the needs and interests of individual children to provide a broad range of learning opportunities which both engages and challenges all children. Staff monitor children's development and can quickly identify any gaps in their learning. Staff narrate children's play, commenting on what they are doing and asking questions to encourage their thinking. The key-person system works effectively. Disabled children and those with special educational needs are supported particularly well by their key person. Children's literacy development is well supported. They enjoy listening to stories and making marks with paints and pens.

### Personal development, behaviour and welfare are good

Staff take great care to settle children in gradually. This includes spending time getting to know children and their families before they start. Children settle quickly and demonstrate that they are confident as they move around, choosing where they want to play. Staff are very sensitive to children's emotional needs and are calm and gentle with them. This helps them to get on well and play cooperatively. Children are developing good independence skills. For example, they successfully wash up their plates and cutlery after snack time and put on their coats for outdoor play. Staff provide children with good opportunities to develop their physical skills, both indoors and outdoors. Children learn to take measured risks. For example, they climb and balance on the large wooden bridge and negotiate space well outdoors.

### Outcomes for children are good

Children are happy, keen to learn and enjoy spending time in the setting. All children make good progress from their starting points. There are very good systems in place to help children move on from the setting with confidence. Children learn a range of skills in readiness for school.

## Setting details

<b>Unique reference number</b>	119537
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	1016258
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	21
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Whitehouse Playgroup
<b>Date of previous inspection</b>	22 May 2015
<b>Telephone number</b>	01702 511863

Whitehouse Playgroup opened in 1973 and is governed by a committee of parents. The playgroup opens five days a week during term time. Sessions are from 9am until 12 noon Monday to Friday, and from 12.30pm until 3.30pm on Wednesday and Friday. The setting receives funding for free early education for two-, three- and four-year old children. Seven members of staff work with the children, all of whom have appropriate childcare qualifications.

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